



Subject: Physical Education

Topic: Gymnastics

Class: 1T

No. of Pupils: 23

Number of lessons: 6 double lessons

Length of Lessons: 75 minutes

Previous Knowledge and Ability: They are a first year class that have had no experience of dance in a school setting. For their first few weeks of school they have been working on basic co-ordination skills. Dance will be a very different experience from any of their other classes. Some may have taken part in dance classes outside of school while others will have no formal experience of dance. Some pupils will

Aims	Objectives	Assessment
<ul style="list-style-type: none"> To encourage the development of basic body actions in dance and the use of these actions to convey a message, feelings etc . 	<ul style="list-style-type: none"> To enable pupils to explore the themes of travelling, elevation, stillness, gesture and turning in relation to dance. To enable pupils interpret ideas and feelings and to respond to stimuli using dance movements. To enable pupils to use movements to convey feelings, emotions, stories etc 	<p>Continuous observation of pupils performing.</p> <p>Pupils perform for their partner and for the class.</p> <p>Tasks involving interpretation of movement and the use of actions to communicate.</p>
<ul style="list-style-type: none"> To introduce pupils to dance relationships through 	<ul style="list-style-type: none"> To enable pupils to test new ideas in relation to pair and 	<p>Continuous observation of pupils performing together.</p>

<p>individual, pair and group work and give them the opportunity to develop and test these relationships and how they work.</p>	<p>group work.</p> <ul style="list-style-type: none"> • To enable pupils to work in pairs and groups to create new dances and movements. • To enable pupils to co-operate in groups to discuss, select and perform dances. 	<p>Pupils perform in pairs/ groups for the class.</p>
<ul style="list-style-type: none"> • To provide pupils with the tools necessary to actively take part in dance creation and to foster their creativity while doing this. 	<ul style="list-style-type: none"> • To enable pupils to demonstrate an ability to select, create and perform a short dance based on specific themes. • To enable pupils to demonstrate an understanding of the basic concepts of the Laban Movement Analysis which includes space, time, dynamics, levels etc when working in groups. • To enable pupils to use their imaginations to create dance movements which convey their ideas, thoughts and feelings. 	<p>Pupils work together individually, in pairs and in groups to create and perform dances for their partner and the class.</p>
<ul style="list-style-type: none"> • To develop in the pupils an appreciation of the aesthetic nature of dance and the value of movement quality for use in their own dance and the observation and analysis of others. 	<ul style="list-style-type: none"> • To enable pupils to apply a movement quality to their own performance through the examination of technique, expressive elements, continuity and phrasing. • To enable pupils to apply an understanding of the concept of 	<p>Continuous observation of pupils movements. Self evaluation. Pupils analyse and critique their and others performance and give feedback. Pupils give feedback to their partners.</p>

	<p>movement quality in order to observe and analyse others performances in an informed way.</p> <ul style="list-style-type: none"> • To enable pupils to perform dances showing control and sensitivity to the style of the dance and music. 	
<ul style="list-style-type: none"> • To develop students personally by increasing body awareness/confidence through creative mastery of the body in a dance context and socially through group interaction. 	<ul style="list-style-type: none"> • To enable pupils to develop a confidence in their own ability and body through progressive and achievable tasks. • To enable pupils to build relationships with others through working together during the class in creating, critiquing, supporting and interacting. • To enable pupils to develop their team work, co-operation and leadership skills through pair and group tasks 	<p>Observation of pupils. Student feedback.</p>

Rationale for Selection and Structuring of Subject matter:

Rationale.

Dance is very different from other areas of the curriculum as it seeks to “provide a context for aesthetic and artistic experience, and enables the student to develop personally, socially and physically”. It is a very important aspect of the curriculum that often gets neglected. I think that it gives pupils the opportunity to develop their creativity and imagination, something that is not so available in the other areas of the curriculum. I

have chosen to work with the theme of superheroes for this scheme. I feel that it is a fun and exciting theme that everyone can relate to as we all have heroes. Also this is a mixed class and I think it will appeal to both boys and girls.

Structure:

Initially we will work on the development of basic body actions. I will use activities and task cards to explore the themes of traveling, elevation, stillness, gesture and turning. I will be trying to encourage pupils to use their bodies to convey something. I will provide them with stimulus to respond to using dance movements and set out activities for them to interpret. These will include word banks, pictures, objects, sounds, music etc. I will also show them other dances and teach them small phrases which they can use. As we move through the six weeks I will look at the movement quality and encourage pupils to use a certain movement quality. We will also start to look at others movement and use the knowledge of movement quality as well as the Laban Movement framework to evaluate others. Relationships are very important in dance. I will give pupils the opportunity to explore relationships through individual, group and pair work. Throughout the course of the scheme I will try to foster pupil's creativity and give them every chance to create and develop their own movements. This will all be valuable for them when they start to create longer dances towards the end of the 6 weeks.

Resources: Task cards, pictures, DVDs, rope, string, word bank, music,

Organisation of Learning Experiences:

- Teacher Demonstration
- Pupil practice skills
- Discovery learning
- Guided discovery
- Progressive tasks
- Mixed ability tasks
- Pupils set appropriate goals
- Practical application of knowledge

Structure for self appraisal:

Self Appraisal will be carried out through Post Lesson Appraisals and Weekly Observations. I will look back and evaluate my teaching in terms of strengths of the lesson, weaknesses of the lesson, pupil learning and how this will influence my teaching in the future. I think it's important to not only look at myself and my teaching but also look at student activity and what they got out of the lesson. I think the pupils and their reactions should be the most important factor when evaluating a lesson. Student feedback is a good way to help with this. I think that it's necessary to look at how it will change your teaching in the future because recognise a weakness and don't try to fix that in the future then you are not learning from your mistakes and you will continue to make them.